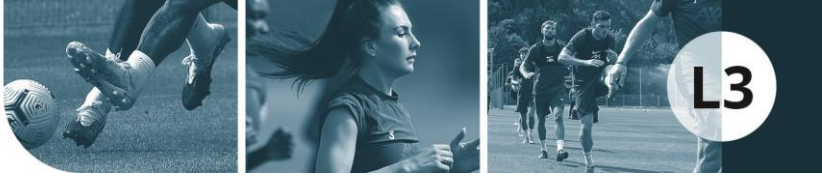

Unit 39: Enterprise and Entrepreneurs

Delivery guidance

Approaching the unit

This unit introduces learners to the concept of enterprise and entrepreneurs and underpins the knowledge needed to understand how and why entrepreneurs become successful, or indeed not.

Enterprise and entrepreneurs are the driving force of many economies and this unit will encourage learners to research and investigate the motivations as to why people are enterprising and risk-taking. You should deliver this unit in a practical manner, allowing your learners to be inspired by the many local and national entrepreneurs thereby examining learners' own potential entrepreneurial skills that could one day make them budding entrepreneurs.

The focus of this unit is on learners researching enterprise and entrepreneurs, drawing out what makes them creative and innovative, risk-taking and risk driven. It is important that you ensure that learners do not look at entrepreneurs with the proverbial 'rose-tinted glasses' and therefore also explore the issues and constraints that entrepreneurs face when setting up their enterprises.

You should aim to deliver this unit by introducing learners to local entrepreneurs, where possible. They will provide learners with the rich experiences of someone who has been through the process of setting up their own enterprise, the constraints, the issues and the desires. Often, the most inspiring of entrepreneurs can be found on your local high street – the barber, the florist or local jewellery maker. Also, getting in touch with your local Chamber of Commerce may help build local networks with small businesses in your local area. If this is not possible, use suitable videos from TED or clips from programmes such *as Dragons' Den, Shark Tank* or *Lions' Den*. Interviews, discussions, focused research activities and case studies will enhance delivery

Delivering the Learning aims

Learning aim A is best introduced through using real examples of enterprise and entrepreneurs. In order to deliver this unit as effectively as possible, the use of business people is crucial. Local business networking events/hubs, often run by your local Chamber of Commerce, will help you make links with local businesses and organise talks from professionals, but also local shop owners on your high street are often excellent examples of local enterprise and entrepreneurs. Set up an opportunity for learners to host a local business breakfast where they can invite local business owners to share their experiences in informal situations. Learners could ask questions to these entrepreneurs about what the benefits and risks are of their own enterprises.

After the session, ask learners to try to identify what was innovative about a specific enterprise and what a business person's mindset is like when running their enterprise. Emphasise to learners that one of the key assets of all entrepreneurs is the ability to network (both in person and online, e.g. via LinkedIn).

Learners could then prepare factsheets or podcasts based on the entrepreneurs who they talked to/interacted with and therefore what they believe makes an entrepreneur successful. If meeting with entrepreneurs is not possible in your local area, you could write mini case studies based on your own experiences of entrepreneurs and businesses in your local area. Learners could then research these local entrepreneurs. Often, if local entrepreneurs are not willing to visit your centre, asking if you can bring a couple of learners to their shop or premises for an informal chat may work. All of the above will help learners to create a report on a successful enterprise and its entrepreneur and consider their mindset.

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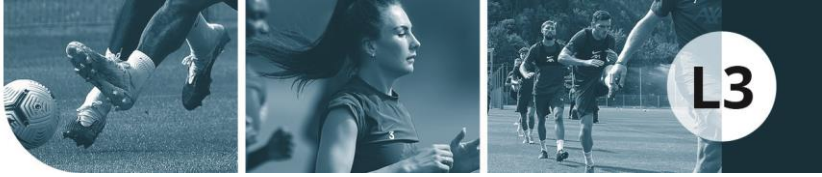


Similarly, for **learning aim B**, using local entrepreneurs as examples will serve as an interactive way for learners to investigate the role of motivation when starting a new venture. Getting in touch with enterprise charities may provide you with business mentors who are willing to speak to learners about the motivations of an entrepreneur and indeed the barriers to setting up a new venture. Learners can then do some primary and secondary research of the impact that some entrepreneurs have made in their local economy, using local statistics, employment rates, standards of living etc.

The above context is very focused on the use of local entrepreneurs, however, if this is not possible, the use of famous entrepreneurs is also acceptable. The learners may not be able to interact with the entrepreneur, however, the use of TED talks and case studies from large enterprises may prove useful. Similarly, the impact of larger enterprises on the economy can be researched by learners.

They could look at the impacts that they may have had on social change, by bringing about solutions that improve the standards of living. For example, Mark Zuckerberg can be used as an example of an entrepreneur using their influence to bring about social improvement to the worldwide economy. Learners could then consider the opportunities and risks taken, the motivation for the venture and its importance to the economy

The research and networking learners will have done for learning aims A and B, learners can then become 'experts' on the opportunities and constraints for enterprise for **learning aim C.** In groups, learners could research the internal and external sources of finance and then report back to the class, who then use this information to create their own presentations. For example, the UK Business Angels Association website has live pitch presentations that you can show to learners to show them what entrepreneurs potentially have to go through to receive external funding.

Learners can use the Internet to research crowdfunding, e.g. Indiegogo, Kickstarter, Zopa and more recently YouTube. They could also interview bank customers such as their parents (and indeed each other) on why they have chosen the bank they use. Learners could then research the process for obtaining bank loans from their chosen banks. Others could research what grants and allowances (e.g. enterprise allowance) are available to start up enterprises, looking at community development financial institutions (CDFIs) in the USA and UK and so on.

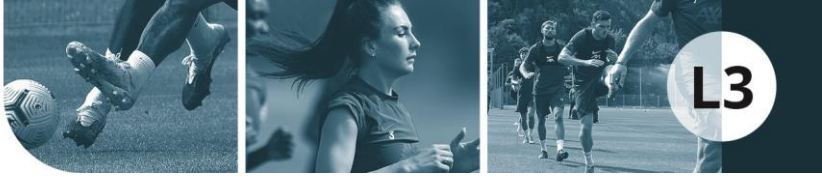
You could ask learners to find out how much money they could realistically raise from their own funds and family and friends and then create a factsheet about themselves and whether they believe they could practically start a business with those amounts. This will ensure your learners have a genuine understanding of the finances necessary to start up a business.

Learners should also consider the competition that entrepreneurs and enterprises face and the development of their competitive advantage. Learners could consider an enterprise/entrepreneur and conduct an investigation into their competitive advantage and competition. Recent phenomena such as Pokémon Go case studies and articles can be used to introduce the concept of competitive advantage and external influences.

Although Pokémon Go is free for users, its astonishing success meant that many entrepreneurs gained competitive advantage if there was a PokéStop near to their premises. Discuss how different businesses used Pokémon Go to their advantage, how these businesses cashed in on this competitive advantage and the external influences that have played a pivotal role. Unfortunately, the phenomenon dropped off almost as quickly as it began.

Individually, learners can then create a presentation based on a potential local enterprise opportunity and consider why it is viable, and the challenges it faces.

For **learning aim D**, learners could conduct an audit of their own entrepreneurial skills. They could create a poster of themselves with their picture in the middle and, using the unit content in D1, think

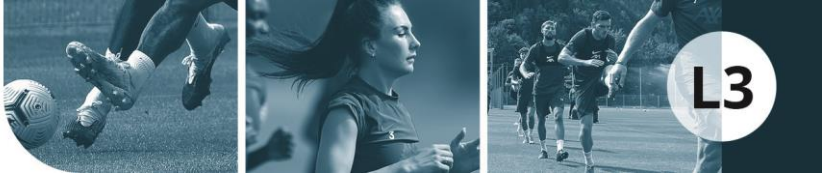


of examples when they have displayed each skill. There will be gaps in these skills and you should ensure that this is emphasised to learners so that they can consider how to develop these skills.

You could then create activities in the classroom to develop these skills further. For example, negotiation skills could be developed in a role play of a marketplace, with many competitors selling the same goods and only a few customers. Learners then have to barter for the best deal.

Entering enterprise competitions can also further these entrepreneurial skills in practical situations for learners.

Encourage learners to think of their own entrepreneurial ideas for their local area, or indeed technological solutions (e.g., ideas for new apps), and their audience (other learners) should prepare questions to ask each other based on the idea. They could again be shown clips from programmes such as *Dragons' Den*, *Shark Tank* or *Lions' Den*, or live pitches from the UK Business Angels Association to put into context the types of questions that would be asked. This will enable learners to identify the potential of their opportunity and they could then self-reflect on their ideas



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore the nature of enterprise	**A1** Enterprise and entrepreneurship **A2** Mindset of the entrepreneur	A written report on a successful enterprise and its entrepreneur, considering the mindset of the entrepreneur, the opportunities and risks taken, the motivation for the venture and its importance to the economy.
B Investigate the motivations for entrepreneurship	**B1** The role of motivation when starting a venture **B2** Barriers to setting up a venture **B3** Importance of entrepreneurs to the economy	
C Examine the opportunities and constraints for enterprises and entrepreneurs	**C1** Sources of internal and external finance **C2** Government support and non-governmental **C3** Competition and competitive advantage **C4** External influences	A presentation for a potential enterprise opportunity, considering why it is viable, the challenges that could affect that start-up together with a consideration of the entrepreneurial skills required for the start-up.
D Examine the entrepreneurial skills required to launch an enterprise	**D1** Entrepreneurial skills **D2** Assess potential enterprise opportunities **D3** Develop the idea	

Assessment guidance

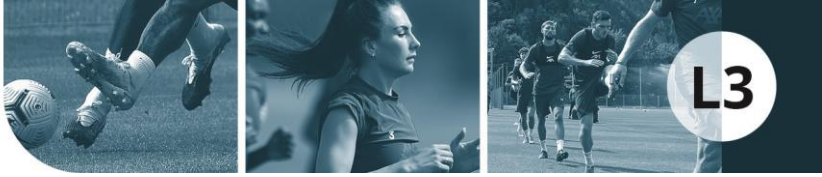
This unit is internally assessed. There is a maximum number of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors.

All learners must work independently and generate their own evidence towards the achievement of the learning aims and this must be appropriately authenticated. The unit specification suggests a written report for learning aims A and B and a presentation for learning aims C and D. Learners should ensure that research is fully referenced with a bibliography.

However, you are not confined to these evidence types. Where more appropriate for learners, different evidence types could be used, for example, podcasts, video diaries etc.

For the assessment of learning aims A and B, it is recommended that learners produce a written report. They must select an appropriate successful enterprise and its entrepreneur. You will more than likely find that local entrepreneurs will give you far more insight into their mindset than if



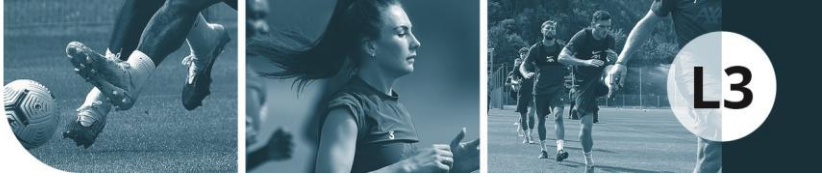
learners choose famous ones (however, there is no issue with selecting famous enterprises and entrepreneurs).

For the assessment of learning aims C and D, it is recommended that learners produce a presentation. For these learning aims, learners need to consider an enterprise that could be set up. You should check that ideas are viable prior to learners starting independent work on the achievement of the criteria.

Suitable forms of evidence for a presentation include slides, presentation notes, script, cue cards and a record of practical activity.

For any form of practical evidence, a record of practical activity will need to be completed by you as the assessor. However, as records of practical activity are not sufficient on their own as forms of evidence, the original learner-generated evidence must also support them.

You should remember that you are assessing the content of the evidence against the assessment criteria and not the skill with which it is being delivered.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

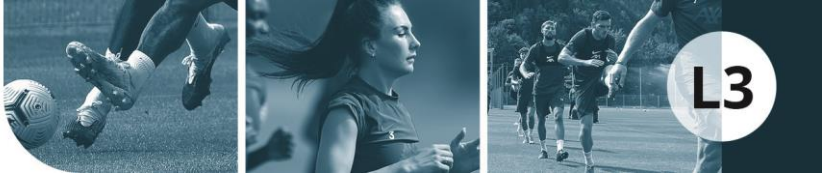
Introduction

Use real-life examples and case studies of local enterprise and entrepreneurs to introduce this unit. In order to deliver this unit as effectively as possible, the use of local business people is important. Local business networking events and hubs, often run by, for example, your local Chamber of Commerce, will help you make links with local businesses, but also local shop owners on your high street are often excellent examples of local enterprise and entrepreneurs.

There is a large focus on research, especially for learning aims A and B, which is then used throughout the unit

Learning aim A: Explore the nature of enterprise

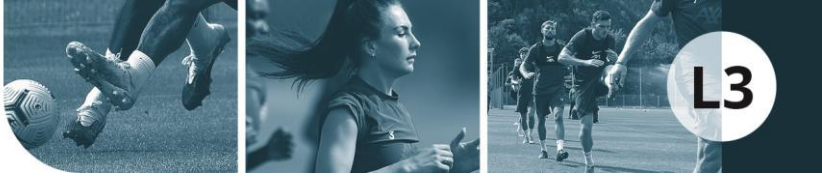
- You could introduce this learning aim by giving a presentation on the process of enterprise and entrepreneurship.
- Ask learners to discuss enterprises they know, local, national and international, identifying enterprises by name to create an 'A to Z' of enterprises. This could lead to a discussion on the different types of enterprise. Local directories could be used to support this activity.
- Give learners pictures and the names of some entrepreneurs and their enterprises, both local and national. You could ask learners to research who they are and discuss whether they believe they are entrepreneurs and if so, why?
- Extend learning by asking learners to write a short report analysing what makes entrepreneurs successful.
- Give a presentation on types of enterprise, including start-up, lifestyle, social enterprise and franchise, and legal formats, including sole trader, partnership, limited partnership, private limited company and public limited company.
- Ask learners to carry out further research and group presentations on local entrepreneurs and enterprises, identifying the legal format for each, and share their findings with the class. Discuss the benefits and drawbacks of these types of legal format.
- Ask learners to consider why some small enterprises in their local area may be considered to be enterprising, while others are not.
- Give a presentation on the mindset of the entrepreneur. Ask learners to research entrepreneurs in the local area and invite these entrepreneurs to a small business breakfast/coffee hosted at the centre (if possible) or other type of networking event. You may find that some learners' parents are entrepreneurs who would be willing to speak. Local entrepreneurs should be prepared to talk informally to learners about their experiences, their motivations, their mindset, the risks they have faced and the benefits of being an entrepreneur.
- Learners could then create a podcast or factsheets based on their talks with the entrepreneurs and from this try to identify what was innovative about these enterprises and what therefore makes them successful.



- You could also inform the local paper and local Chamber of Commerce about the event. This could entice local entrepreneurs to be involved due to the potential resultant publicity. If this is not possible, use case studies based on local entrepreneurs to inform the learners.
- Ensure that, in choosing your visiting entrepreneurs or case studies, you cover the different types of enterprise, including start-up, lifestyle, social enterprise and franchise, and the legal formats for enterprise, including sole trader, partnership, limited partnership, private limited company and public limited company.
- Ask learners to consider the mindset of the entrepreneurs they have met/researched. Ask learners to write a short report evaluating how the skills and attributes of the entrepreneurs they have met or studied have contributed most and least to their success and why, and which risks have contributed most or least to their success and why. This could be used as formative assessment.
- Extend learning by asking learners to write a short report evaluating the strengths and weaknesses of the skills and attributes, the mindset of these entrepreneurs and how these have contributed to their success. This could be used as formative assessment.

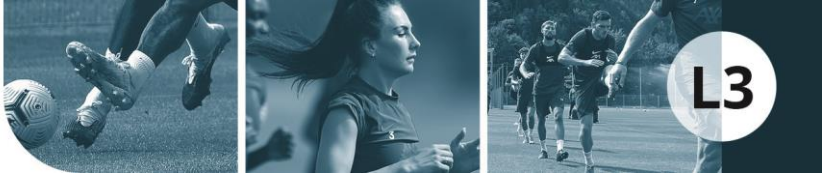
Learning aim B: Investigate the motivations for entrepreneurship

- Give a presentation on the role of motivation when starting a new venture. Learners can use their experience of meeting entrepreneurs or case studies to discuss what they believe motivates entrepreneurs. They could present their findings to the class. You should make sure that learners are aware that they may not be the same motivations for all entrepreneurs. You could also try to organise the possibility of small groups of learners visiting local enterprises (this may be your local barber, gift shop etc.) and asking the owners informally what motivated them to start the business. To illustrate social enterprises you could show learners TED talks, such as Dean Kamen (bringing about social change through water purification systems).
- Give a presentation on the barriers to setting up a venture. Give learners a case study for a proposed business. Ask learners to list what they think are the barriers to setting up this venture and share and discuss these as a group.
- Set an exercise for them to research the barriers to enterprise, e.g. Simon Woodroffe creating Yo! Sushi, Yotel and Yo! Home.
- Give a presentation on the contribution of entrepreneurs to the economy and their importance.
- You could then extend learning by asking learners to write a case study on a local entrepreneur of their choice, analysing how this entrepreneur supports the local economy.
- Social change is also an important factor for learners to consider. A good case study to use would be Toms Social Entrepreneurship Fund. Learners should research the initiative and consider how this supports economies.
- Ask learners to work in pairs to select one specific entrepreneur and enterprise, and explain to the class the motivation each had for setting their enterprise up and what barriers the entrepreneur had to overcome.
- Ask learners to work in small groups to consider the impact that entrepreneurs and enterprises have had on the local and national economy. They should consider the extent of the importance to the local and national economy.
- Extend learning by asking learners to write a report on one of these enterprises, evaluating its impact. This could be used for formative assessment.



Learning aim C: Examine the opportunities and constraints for enterprises and entrepreneurs

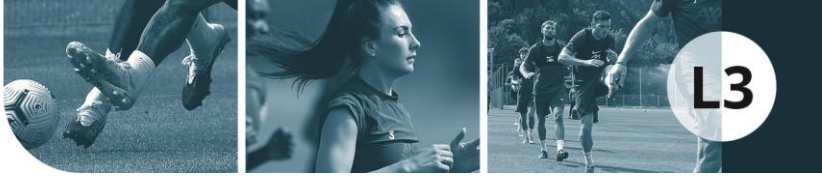
- Give a presentation on internal and external sources of finance. Lead a discussion on the sources that they could use to potentially set up in their local area, looking at both internal and external sources with their advantages and disadvantages.
- Ask learners to realistically consider how much money they could raise from their own resources and family/friends, and then create a factsheet about themselves and whether they believe they could practically start a business with those amounts. This will help your learners build up a genuine understanding of the finances necessary to start up a business.
- You could then split the class into small groups and get each group to research a different external source of finance. Learners could research the process for obtaining bank loans from different chosen banks, or of crowdfunding. Other groups could research what grants and allowances are available from the government to start up enterprises. Extend learning by asking learners to evaluate which would be the most suitable methods for an enterprise start-up.
- Give a presentation on governmental and non-governmental support.
- You could then focus on a further individual research task back to the local economy and learners could analyse the impact of local enterprises on economic growth.
- Set up a group visit to the local high street to consider what businesses may not be there, or organise a discussion of online businesses, e.g. what apps could be developed that would improve learners' day-to-day life. Alternatively, provide photos, or use Google Maps to study the local high street, and use this to start a discussion about the potential gaps in the market.
- Give a presentation on competition and competitive advantage. Lead a discussion on the current and possible future local, national and international competition for a chosen enterprise, discussing the main competitors' competitive advantages and how this enterprise could overcome these.
- Give a presentation on external influences and their impact on enterprises. Invite a guest speaker from a local enterprise to talk about the effect of external influences on their enterprise.
- Extend learning by asking learners to research an enterprise within their chosen industry and analyse the external influences and competition it faces within this industry, and its competitive advantage.
- Case studies and articles can be used to illustrate the concept of competitive advantage and external influences. Discuss past examples such as Pokémon Go. Its astonishing success in 2016 meant that many entrepreneurs gained competitive advantage if there was a PokéStop near to their premises.
- Ask learners to work in small groups to research a business that used Pokémon Go to their advantage and explain in a presentation to the class how it cashed in on this competitive advantage and the external influences that played a pivotal role.
- Lead a class discussion on the decline of the Pokémon trend, and other recent trends, and their impact on enterprises. Groups can then create a presentation based on a potential local enterprise opportunity and consider why it is viable, and the challenges it faces.



- Give a presentation on the use of PESTLE (political, economic, social, technological, legal, environmental) analysis for businesses. Ask learners to carry out their own analyses using case studies.

Learning aim D: Examine the entrepreneurial skills required to launch an enterprise

- Give a presentation on entrepreneurial skills. Direct learners to visit websites such as https://www.enterprisecatalyst.co.uk/ and carry out a free test to check how enterprising they really are.
- You could ask learners to create a poster of themselves (their picture in the middle) and, using the unit content from D1, give examples of when they have displayed each skill. Gaps in skills should be discussed with learners so that they can consider how to develop them.
- In addition, you could ask learners to complete an entrepreneurial skills audit. Some websites facilitate entrepreneur-specific audits that learners can complete online.
- You could then create activities in the classroom to develop these skills in learners. Negotiation skills could be demonstrated and built on in a role play of a marketplace, with many competitors selling the same goods and only a few customers. Learners then have to barter for the best deal.
- Getting your learners involved in enterprise competitions can also help to develop these entrepreneurial skills in practical situations for learners.
- Ask learners to work in small groups to research the local area with a view to setting up an enterprise. Primary and secondary research could be carried out in a given radius. They should consider the risks, opportunities and barriers to the idea. The learners could then present their ideas to their peers. The audience need to be prepared to ask questions based on these ideas. They could again be shown clips of Dragons' Den, Shark Tank or Lions' Den or live pitches from https://www.twine.net/blog/the-20-best-startup-pitches-of-all-time/ to put into context the types of questions that would be asked.
- You should then ask learners to reflect on their enterprise ideas, considering the risks and the benefits.
- Give a presentation on the importance of branding, using well-known brands as illustration.
- Ask learners to think about how an idea can be developed, with attention to the target market, competition and branding.
- Discuss the importance of branding to an enterprise. You could look at examples of where this has failed, e.g. leading retailer Tesco from the UK failing to succeed with its 'Fresh & Easy' stores in the US.
- Give a presentation on how an idea can be protected. Give real-life examples of entrepreneurs who have patented ideas.
- Lead a discussion on why ideas should be protected.
- Extend learning by asking learners to write a report that evaluates why it is important to consider the viability of an idea, the skills needed to run the enterprise, which opportunities and challenges are most important and which are least important for an idea. This can be used as formative assessment and will prepare learners for assessment on why a chosen venture would be successful and the challenges it would face.
- Ask learners to prepare and give a presentation on why they think they would be successful in enterprise. This could be used as formative assessment.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 10: Business and Technology in Personal Training
- Unit 10: Business in Sport.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (http://qualifications.pearson.com/endorsed-resources) for more information as titles achieve endorsement.

Journals

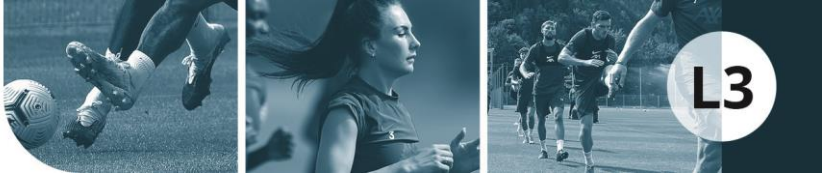
Business Review (*Philip Allan Magazines*) – A journal designed for Business Studies learners that includes relevant theoretical articles, as well as information on companies and markets.
EBEA – Economics and Business Educators Association produces magazines for business, economics and enterprise educators in order to continually drive up standards.
The Economist – The Economist print edition is a weekly economics and business journal that has regular articles and features about issues related to the economy. It has an extensive archive of relevant materials.

Videos

www.bbc.co.uk/programmes/b0071b63 – Episodes of UK TV show The Apprentice www.cbc.ca/dragonsden/episodes – Episodes of the Canadian version of Dragons' Den www.cnbc.com/2019/03/14/tesco-fresh-easy-stores-failed-in-united-states-united-kingdom- retailer.html – Video showing how a leading UK brand failed to work in the USA www.youtube.com/watch?v=DW1CtwvxDpw – This short video from Bee Business Bee outlines how to analyse external influences using PESTLE analysis

Websites

http://blog.hubspot.com/blog/tabid/6307/bid/34238/The-Marketer-a-Guide-to- Developing- a-Strong-Brand-Identity.aspx – Blog giving guidance on developing a strong brand identity.
http://eurocrowd.org/crowdfunding-by-country/ – Country-specific fact sheets on crowdfunding
http://pestleanalysis.com – This site gives examples of external influences using PESTLE (political, economic, social, technological, legal, environmental) analysis.
http://startups.co.uk/ – Startups offers independent advice and information to people starting their own business.
http://uk.businessinsider.com/pokemon-go-cafes-shops-pubs-small-business- marketing- lures-pokestops-2016-7 – Article from 2016 to show how small businesses were cashing in on the Pokémon Go craze to give themselves a competitive advantage.
http://uk.businessinsider.com/strategies-coca-cola-used-to-become-a-famous- brand-2015- 6?r=US&IR=T – Article explaining the strategies that Coca-Cola used to become one of the world's most recognizable brands.



www.cnbc.com/2015/09/19/10-oddball-us-inventions-that-reaped- millions.html – Quirky ideas that reaped millions.
www.enterprisecatalyst.co.uk – Enterprise Catalyst is a useful site to find out how enterprising you are, with a free skills-type audit to complete.
www.entrepreneur.com – Online entrepreneur magazine.
www.facebook.com/zuck – You can follow Mark Zuckerberg on Facebook to see how he uses technology to bring about social and technological change.
www.gew.co – Global Entrepreneurship Week – world's largest celebration of the investors and job creators who launch start-ups that bring ideas to life, drive economic growth and expand human welfare.
www.indiegogo.com/ – Indiegogo is the world's largest crowdfunding organisation.
www.kickstarter.com/ – Kickstarter is a global crowdfunding platform
www.lepnetwork.net/ – Local Enterprise Partnerships website – information on Enterprise Zones, Growth Hubs and Enterprise libraries in the UK.
www.wipo.int/patents/en/ – Guide from the World intellectual Property Organization to protecting intellectual property.
www.slideshare.net – Slideshare has a number of resources including coverage of entrepreneurship.
www.stuff.tv/features/dysons-greatest-inventions-ballbarrow-airblade – Information on James Dyson's many innovations.
www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical- thinking/ – Activities for promoting strategic thinking.
www.tes.com/teaching-resource/introduction-to-branding-6028381 – Lesson presentation and resources introducing branding.
www.thisismoney.co.uk/money/smallbusiness/article-2363967/Sir-James-Dyson-How-come- great-invention.html –This article explains the patents used by James Dyson.
www.toms.com/improving-lives – Toms is a social enterprise fund that promised originally that for every pair of shoes sold, one pair would be given to someone in need. This has now developed into water, schooling, etc.
www.tubestart.com/ – Tubestart is the crowdfunding platform for all budding YouTubers.
www.twine.fm/blog/the-20-best-startup-pitches-of-all-time/ – Blog containing videos of 20 pitches.
www.zopa.com – Peer-to-peer lending site.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.